

Unit #: APSDO-00065396
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Grade(s): 3
Subject(s): Visual Arts
Course(s): GR. 3 - ART

Unit Focus

In this unit, third grade students will use values and shading to draw 3D forms. Student growth in this area may be assessed through observation, participation, and the final drawing. Primary instructional materials for this unit may include pencils, pastels, marker, water, and brushes.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Connecticut Goals and Standards <ul style="list-style-type: none"> ◦ Visual Arts: PK-12 <ul style="list-style-type: none"> ▪ CREATING <ul style="list-style-type: none"> ▪ Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12) ▪ Organize and develop artistic ideas and work. (ART.CREA.02 PK-12) ▪ Refine and complete artistic work. (ART.CREA.03 PK-12) 	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
	<p>T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.</p> <p>T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p> <p>U2 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p> <p>U3 (U109) Artists develop and build upon specific skills and application of media processes.</p> <p>U4 (U101) Artists effectively communicate by using the elements and principles of design.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q2 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</p>
Acquisition		
Knowledge	Skill(s)	
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Artists can use drawing and shading techniques to create the illusion of three dimensions on a two dimensional surface</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Drawing 3D forms with values/shading</p>	